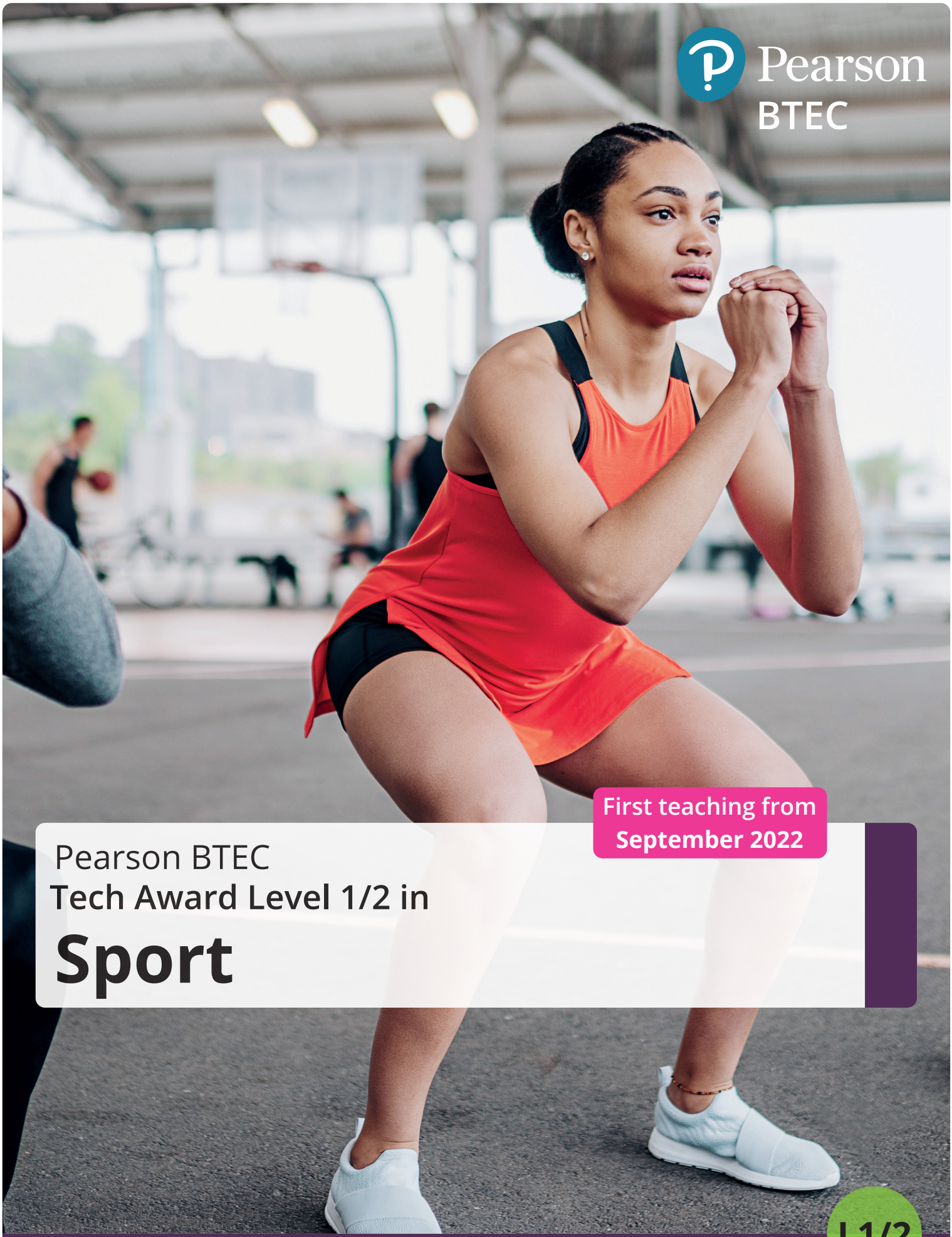

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Sport

L1/2

Specification

Qualification No: 603/7068/3 *First teaching from September 2022*

Issue 3

Pearson
BTEC Level 1/Level 2 Tech Award in Sport

Specification

Qualification number: 603/7068/3

First teaching September 2022

Issue 3

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and practical skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the Sport sector

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of these benefits including improvements in physical and mental wellbeing, economic development, individual development and social and community development (2020). These contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity. There has never been a better time to study sport.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport Issue 3 Specification changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
Component 1: Preparing Participants to Take Part in Sport and Physical Activity *Introduction* – second and third paragraphs, 'physical' has been added before 'activities'. Learning outcome A: Explore types and provision of sport and physical activities for different types of participant: introductory paragraph, third line 'sport or physical activities' amended to 'sport and physical activities'.	Pages 9, 10, 14, 16, 17
We have amended the release dates for the Pearson-set assignments.	Page 17, 32
Component 2: Taking Part and Improving Participants Sporting Performance Marking grid for Task 4 (written) stem all bands, 'planning a drills' amended to 'planning drills'.	Page 36
Component 3: Developing fitness to improve other participants' performance in sport and physical activity D1: Personal information to aid training fitness programme amended to 'Personal information to aid fitness training programme'	Page 47
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 56, 57

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport Issue 2 Specification changes

Summary of changes made between Issue 1 and Issue 2	Page number
In *Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 49
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 53, 55
In Section 5 *Non-exam internal assessment* under *Moderation* a new paragraph has been added regarding learner sample and video evidence.	Page 56
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 71

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1 Pearson BTEC Level 1/Level 2 Tech Award in Sport – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

This Tech Award complements the learning in GCSE programmes such as GCSE Physical Education by providing further depth via analysis to the GCSE programmes use of sports theoretical knowledge to improve performance in participants. Also, in the BTEC exploration of the provision and types of sports suited to different individuals with different needs is well suited to the GCSE's depth study into key socio-cultural influences. Finally, the BTEC offers leadership and teaching in sport, which is not approached directly by the GCSE.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or further study at Level 3
- study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Sport and Activity Leaders. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the sport sector.

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Sport has:

- Total Qualification Time: 149 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Preparing Participants to Take Part in Sport and Physical Activity	**36**	**1/2**	Internal
2	Taking Part and Improving Other Participants Sporting Performance	**36**	**1/2**	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity
- the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

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Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Taking Part and Improving Other Participants Sporting Performance	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners

are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

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3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory; however some mandatory content statements may include examples, denoted as 'e.g.'. Content following 'e.g.' statements shows indicative content within a topic and is not mandatory, nor is it an exhaustive list of what should or could be covered. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

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Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Introduction

To contextualise sport in the UK you will gain an understanding of the different providers of sport and careers that are available to you in each area. This will also develop your knowledge of different types of sports and how suitable they are for certain groups of people. The context of sport in general society will then be explored to demonstrate progression routes and identify realistic job opportunities.

In this component, you will also explore how technology can enhance and develop performance in sport and physical activity. Technology can be used as a tool to enhance participation in sport and physical activity. This component investigates the benefits that technological advances have created in the sector and the potential limitations that technology may still have.

It is important to have a healthy body if you want to be successful in sport and physical activities. This component focuses on the impact of sport and physical activity on the body systems, giving you the fundamental underpinning knowledge for study in this sector. You will study the short- and long-term effects of regular participation in exercise to understand how we can enhance our body systems through sport.

In this component, you will develop transferable skills, such as research and analytical skills and will give you opportunities to develop skills in the different technologies used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Explore types and provision of sport and physical activity for different types of participant

B Examine equipment and technology required for participants to use when taking part in sport and physical activity

C Be able to prepare participants to take part in sport and physical activity.

Teaching content

Learning outcome A: Explore types and provision of sport and physical activity for different types of participant

Learners will explore the different types and provision of sport and physical activities. Learners are encouraged to participate in each of these different types of sport and physical activity so that they have first-hand experience of participation in the sport and physical activity. Learners will understand the different sectors that provide sport and physical activities. They will also understand the advantages and disadvantages of each of these sectors. They will also learn about the different categories and characteristics of participants and how their needs will affect the types of sports and physical activities and providers of each which are best suited to their needs.

A1 Types and providers of sport and physical activities

Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors.

- Types of sport and physical activity:
  - sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body
  - team sports
  - individual sports.
- Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition.
- Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.
- Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.
- Physical fitness activities – activities to increase fitness.
- Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.
- Provision of sport and physical activity:
  - public sector to include local authorities and school provision
  - private sector – provided by organisations who aim to make a profit
  - voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity.
- Characteristics of the sectors – funding source, aims, quality of provision, accessibility.

- Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include:
  - types and range of sport and physical activities provided
  - types and range of equipment available
  - cost of participation
  - access to different types of sport and physical activities
  - additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal.

A2 Types and needs of sport and physical activity participants

Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.

- Types of participant.
- Participants of different ages:
  - primary school aged children (aged 5–11 years)
  - adolescents (aged 12–17 years)
  - adults (aged 18–49 years)
  - older adults (aged 50 years and up).
- Participants with disabilities to include visual, hearing and physical disabilities.
- Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).
- Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant.
  - physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.
  - social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness.
  - mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.

A3 Barriers to participation in sport and physical activity for different types of participant

Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.

- Barriers to participation:
  - cost of participation:
    - clothing
    - equipment
    - transport
  - access to sport or physical activity:
    - location of sport or physical activity
    - limited accessible transportation
    - resources
    - types of sport or physical activity available

- time – lack of time due to other commitments:
  - family
  - school
  - work
- personal barriers:
  - body image
  - lack of self-confidence
  - parental or guardian influence
  - limited previous participation
  - low fitness levels
  - extended time off from previous participation
  - concerns that taking part in sport or physical activity may make existing health conditions worse
- cultural barriers:
  - single sex sport or physical activity sessions
  - social norms of participating in unconventional clothing and availability of appropriate clothing to participate
  - lack of role models from own cultural background.

A4 Methods to address barriers to participation in sport and physical activity for different types of participant

Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.

- Cost:
  - discounted pricing
  - hiring of equipment
  - free car parking.
- Access:
  - public transport discounts
  - cycle hire to access the facility
  - free parking
  - taster days
  - staff training to support all types of participant and their needs
  - increased range of provision of sports and physical activities
  - ramps
  - assistive technology to include pool hoist, Braille information and signage, hearing loops.
- Time:
  - creche facilities
  - extended opening hours.

- Personal barriers:
  - private changing rooms
  - allowing participants to wear clothing they feel most comfortable in
  - use of variety of images of people with different body shapes
  - parent and child activity sessions to create familial culture of sport
  - campaigns to increase participation.
- Cultural barriers:
  - women only physical activity sessions staffed by females
  - diversity of staff working at sport or physical activity facility
  - staff training in cultural awareness.

Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity

Learners will need to understand the different types of equipment used to take part in sport and physical activities. They will also explore the different technology available for participation in different sport and physical activities. They will also need to know about the benefits and limitations of technology for sport and physical activity participation.

B1 Different types of sports clothing and equipment required for participation in sport and physical activity

Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.

- Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs.
- Footwear – trainers, studded boots, sport specific footwear.
- Sport-specific equipment – participation equipment, e.g. balls, rackets; travel-related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells.
- Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.
- Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis.
- Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.
- Officiating equipment – whistle, microphone, earpiece.
- Performance analysis – smart watches, heart rate monitors, applications.

B2 Different types of technology and their benefits to improve sport and physical activity participation and performance

Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience.

- Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics.
- Footwear – sport-specific new designs or materials; improve grip; rebound.

- Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.
- Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics.
- Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.
- Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.
- Officiating – computer assisted systems; video assisted decision making.
- Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment.

B3 The limitations of using technology in sport and physical activity

Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation.

- Time – setting up, using equipment, compiling data, giving feedback to participant.
- Access to technology – equality and unfair advantages as not all participants have access to technology.
- Cost of technology – initial cost and follow-up maintenance of equipment.
- Accuracy of data provided by equipment.
- Usability – specific training required.

Learning outcome C: Be able to prepare participants to take part in physical activity

Learners will learn about the warm-up process that is required to prepare the body to take part in physical activity and the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up. Learners will be able to plan and deliver warm-ups for different physical activities and for different types of participant.

C1 Planning a warm-up

Learners will know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch and be able to plan a warm- up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.

- Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate.
- Response of the cardiorespiratory system to the pulse raiser:
  - increased heart rate
  - increased breathing rate
  - increased depth of breathing
  - increased supply of oxygen to the working muscles
  - increased removal of carbon dioxide.

- Response of the musculoskeletal system:
  - increased temperature of the muscles
  - increased pliability of the muscles
  - reduced risk of muscle strain.
- Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.
- Response of the cardiorespiratory system to the mobiliser:
  - slight drop in heart rate as intensity of exercise lowers
  - slight drop in breathing rate as intensity of exercise lowers.
- Response of the musculoskeletal system to the mobiliser:
  - increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.
- Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:
  - location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius
  - types of static and dynamic stretching for each muscle group:
    - simple stretches
    - compound stretches.
- Response of the cardiorespiratory system to the preparation stretch:
  - slight drop in heart rate and breathing rate for static stretches
  - maintained elevated heart and breathing rate for dynamic stretches.
- Response of the musculoskeletal system to the preparation stretch:
  - extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.

C2 Adapting a warm-up for different categories of participants and different types of physical activities

Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.

- Adapting warm-ups for different categories of participants:
  - vary intensity of activities
  - low impact and high impact options
  - vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus
  - types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants.
- Adapting the warm-up to make it specific to a physical activity:
  - introduction of equipment in the warm-up that is specific to the physical activity
  - using movements and activities from the physical activity in the warm-up
  - stretching the main muscles required for the specific physical activity.

C3 Delivering a warm-up to prepare participants for physical activity

Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.

- Organisation and demonstration of the warm-up activities:
  - space – areas used
  - equipment
  - organisation of participants
  - timing
  - demonstrations
  - positioning.
- Supporting participants as they take part in the warm-up:
  - observing participants
  - providing instructions
  - providing teaching points
  - providing feedback to participants.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of provisions in sport for different types of people. They will also be able to identify, research and use applied knowledge and understanding to enhance participation through understanding benefits and limitations via technology and provision.

You may choose to deliver this component alongside Component 2.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.
- In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.
- In response to Task 3, learners will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.

The assignment will take approximately 5 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1) **Learning outcome A: Explore types and provision of sport and physical activity for different types of participant**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **basic** account to justify the chosen physical activities with **little** relevance of how it meets the needs of the selected participant • **basic** account of the characteristics and advantages and disadvantages of the type of provision with **little** relevance to the chosen physical activities and selected participant.	**Adequate** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **partially developed** account to justify the chosen physical activities with **some** relevance of how it meets the needs of the selected participant • **partially developed** account of the characteristics and advantages and disadvantages of the type of provision with **some** relevance to the chosen physical activities and selected participant.	**Good** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **mostly developed** account to justify the chosen physical activities **mostly** relevant to how it meets the needs of the selected participant • **mostly developed** account of the characteristics and advantages and disadvantages of the type of provision **mostly** relevant to the chosen physical activities and selected participant.	**Comprehensive** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **well-developed** account to justify the chosen physical activities **with specific** relevance to how it meets the needs of the selected participant • **well-developed** account of the characteristics and advantages and disadvantages of the type of provision with **specific** relevance to the chosen physical activities and selected participant.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2) **Learning outcome A: Explore types and provision of sport and physical activity for different types of participant**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **basic** account of barriers to participation with **little** relevance to the selected participant • **basic** account of methods to overcome barriers to participation with **little** relevance to the selected participant.	**Adequate** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **partially developed** account of barriers to participation with **some** relevance to the selected participant • **partially developed** account of methods to overcome barriers to participation with **some** relevance to the selected participant.	**Good** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **mostly developed** account of barriers to participation **mostly** relevant to the selected participant • **mostly developed** account of methods to overcome barriers to participation **mostly** relevant to the selected participant.	**Comprehensive** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **well-developed** account of barriers to participation with **specific** relevance to the selected participant • **well-developed** account of methods to overcome barriers to participation with **specific** relevance to the selected participant.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity **Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **basic** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity • a **basic** account to justify the choices of technology to take part in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity	**Adequate** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **partially developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity • a **partially developed** account to justify the choices of technology to take part in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity	**Good** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **mostly developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity • a **mostly developed** account to justify the choices of technology to take part in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity	**Comprehensive** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **well-developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity. • a **well-developed** account to justify the choices of technology to take part in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity *(continued)* Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity				
	• a **basic** account of the benefits and limitations of using technology for participation in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity.	• a **partially developed** account of the benefits and limitations of using technology for participation in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity.	• a **mostly developed** account of the benefits and limitations of using technology for participation in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity.	• a **well-developed** account of the benefits and limitations of using technology for participation in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 1 **Learning outcome C: Be able to prepare participants to take part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **basic** warm-up plan with **little** relevance to the selected participant and chosen physical activity • a **basic** account to justify the choices of activities included in each component of the warm- up and their effect on the cardiorespiratory and musculoskeletal systems with **little** relevance to the needs of the selected participant and chosen physical activity.	**Adequate** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **partially detailed** warm-up plan with **some** relevance to the selected participant and chosen physical activity • a **partially developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with **some** relevance to the needs of the selected participant and chosen physical activity.	**Good** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **mostly detailed** warm-up plan which is **mostly** relevant to the selected participant and chosen physical activity • a **mostly developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems which is **mostly** relevant to the needs of the selected participant and chosen physical activity.	**Comprehensive** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **fully detailed** warm-up plan with **specific** relevance to the selected participant and chosen physical activity • a **well-developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with **specific** relevance to the needs of the selected participant and chosen physical activity.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 2 **Learning outcome C: Be able to prepare participants to take part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **basic** demonstrations of activities in a warm-up with **minimal** use of appropriate teaching points to support participants • **rarely** provides appropriate support to participants when taking part in a warm-up.	**Adequate** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **adequate** demonstrations of activities in a warm-up with **some** use of appropriate teaching points to support participants • **sometimes** provides appropriate support to participants when taking part in a warm-up.	**Good** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **competent** demonstrations of activities in a warm-up with a **range** of appropriate teaching points to support participants • **frequently** provides appropriate support to participants when taking part in a warm-up.	**Confident** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **effective** demonstrations of activities in a warm-up with a **wide range** of appropriate teaching points to support participants • **consistently** provides appropriate support to participants when taking part in a warm-up.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Component 2: Taking Part and Improving Other Participants Sporting Performance

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Introduction

Participation in sport continues to grow, as we become more aware of the benefits of taking part in regular physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because we strive for excellence and success at major sporting events.

This component focuses on learning about sport through participation as a player, understanding the roles of an official and learning about practical ways to improve other participants' sporting performance. This will help you to develop your own sporting skills as well as give you a good understanding of the rules of the sport so that you are able to adhere to these rules when participating. In addition, it will also help you to understand and apply different methods to improve other participants' sports performance.

This component introduces you to the different components of physical and skill-related fitness and how they impact on performance in a variety of different types of sports and physical activities. You will explore the different skills required for participation and the different strategies that can be used to develop performance.

Having a good understanding of the rules of sport is important for both participant and officials. You will learn about the different types of official and their roles in different sports and the rules of the different sports.

Lastly, this component will help you to explore ways to improve other participants' performance through breaking down skills and techniques into their component parts and using demonstrations, teaching points and appropriate drills to develop and improve their performance.

In this component, you will develop transferable skills, such as communication, problem solving and analytical skills. It will give you opportunities to develop and improve own and other's sporting performance, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Understand how different components of fitness are used in different physical activities

B Be able to participate in sport and understand the roles and responsibilities of officials

C Demonstrate ways to improve participants sporting techniques.

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Teaching content

Learning outcome A: Understand how different components of fitness are used in different physical activities

Learners will understand each of the components of physical and skill-related fitness. They will be able to apply this understanding to how these components of fitness are used in team sports, individual sports, outdoor activities and physical fitness activities and how they impact on performance.

A1 Components of physical fitness

Learners will know the definition of each component of physical fitness and their potential impact on sporting performance.

- Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.
- Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.
- Muscular strength – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
- Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game.
- Flexibility – the range of motion possible at a joint to allow improvements in technique.
- Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.

A2 Components of skill-related fitness

Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.

- Power – the product of speed and strength to allow for explosive movements in sport.
- Agility – the ability to change direction quickly to allow performers to out-manoeuvre an opponent.
- Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.
- Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).
- Coordination – the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.

Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials

Learners will be able to demonstrate the skills and strategies required to be able to participate effectively in isolated practices and competitive situations for a selected sport. Learners will know the different roles of officials for a selected sport and will understand the responsibilities associated with each of these roles. Learners will know the key rules of a selected sport and understand how these may be applied in different situations.

B1 Techniques, strategies and fitness required for different sports

Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.

- Skills, e.g. passing, scoring, travelling, intercepting.
- Strategies, e.g. tactics and decision making.
- Isolated practice – practices that focus on one skill at a time.
- Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.

B2 Officials in sport

Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.

- Key officials and their roles in sports competitions:
  - referee/umpire
  - assistant referee/line umpire
  - scorers/judges
  - timekeepers
  - video review officials.
- Responsibilities of the officials:
  - appearance
  - equipment
  - fitness requirements
  - effective communication
  - control of players
  - health and safety.

B3 Rules and regulations in sports

Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.

- Key rules and regulations as stated by the National Governing Body for the sport:
  - number of players:
    - number of players allowed to participate at any one time
    - substitutions – rolling or set number
    - variations in playing numbers due to different formats of the game

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- length of time for play:
  - number of periods of play
  - length of each period
  - length of play determined by time or score
  - additional time or extra periods of play in particular situations
- scoring system:
  - methods of scoring
  - differing award of points for particular methods of scoring
  - how a winner is determined
  - what happens in the event of a tie
- playing area:
  - dimensions of overall playing area
  - purpose and dimensions of specific areas within the overall playing area
- equipment:
  - sizes and weights of playing equipment as specified by NGB
  - required protective equipment
  - optional protective equipment
- starting and restarting play:
  - how the game begins
  - how play is restarted after scoring
  - fouls or infringements
  - how and when the game ends
- non-adherence to the rules:
  - playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby
  - out of play area/offside
  - intentionally harming another player
  - incorrect travel, e.g. double dribble in basketball
- application of rules and regulations by officials:
  - use of signals
  - communication of decisions to players and other officials
  - positioning.

Learning outcome C: Demonstrate ways to improve participants sporting techniques

Learners will be able to use methods to improve other participants' sporting skills. They will be able to provide demonstrations and teaching points to introduce participants to the techniques required for different sporting skills. They will also be able to select and organise suitable drills and support participants to take part in the drills to develop their sporting skills.

C1 Planning drills and conditioned practices to develop participants' sporting skills

Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.

- Drills that can be used to improve specific techniques in different sports:
  - unopposed stationary drills
  - drills with the introduction of travel
  - drills with passive opposition
  - drills with active opposition.
- Conditioned practices – using rule changes to focus on a specific skill.
- Demonstrations of the technique:
  - use of self or peer
  - positioning to ensure all participants can see.
- Teaching points:
  - providing key teaching points to highlight correct and safe way to perform technique
  - use of short sentences or key points.

C2 Drills to improve sporting performance

Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participant. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill.

- Organisation and demonstration of drills and conditioned practices to participants:
  - space – areas used
  - equipment
  - organisation of participants, e.g. in working pairs or groups
  - timing
  - demonstrations
  - positioning.

- Supporting participants taking part in practical drills and conditioned practices:
  - observing participants
  - providing instructions
  - providing teaching points
  - providing feedback to participants.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of components of fitness and the roles and responsibilities of officials. Coverage of these topics will enable learners to participate in sport and plan ways to improve participants sporting techniques.

You may choose to deliver this component alongside Component 1.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness.
- In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

The assignment will take approximately 4 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Components of fitness **Learning outcome A: Understand how different components of fitness are used in different physical activities**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **basic** account of the use of the components of fitness in the given physical activity with **some omissions** • a **basic** account of the impacts of the components of fitness on performance in the given physical activity.	**Adequate** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **partially developed** account of the use of the components of fitness in the given physical activity with **few omissions** • a **partially developed** account of the impacts of the components of fitness on performance in the given physical activity.	**Good** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **mostly developed** account of the use of the components of fitness in the given physical activity with **minor omissions** • a **mostly developed** account of the impacts of the components of fitness on performance in the given physical activity.	**Comprehensive** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **well-developed** account of the use of the components of fitness in the given physical activity with **no omissions** • a **well-developed** account of the impacts of the components of fitness on performance in the given physical activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Participating in sport **Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **little** accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **little** accuracy, fluency and control in competitive situations • selects and performs appropriate strategies on **few** occasions during competitive situations.	**Adequate** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **some** accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **some** accuracy, fluency and control in competitive situations • selects and performs appropriate strategies on **some** occasions during competitive situations.	**Good** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills which are **mostly** accurate, fluent and controlled in isolated practices • performs sporting techniques for sports skills which are **mostly** accurate, fluent and controlled in competitive situations • selects and performs appropriate strategies **effectively** on **most** occasions during competitive situations.	**Confident** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **high** levels of accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **high** levels of accuracy, fluency and control in competitive situations • selects and performs appropriate strategies **effectively** on **all** occasions during competitive situations.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Officiating in sport **Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **basic** account of the main officials and their key responsibilities in the chosen sport with a **number** of omissions • a **basic** account of the given sport specific key rules and regulations • a **basic** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **some** omissions.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **partially developed** account of the main officials and their key responsibilities in the chosen sport with **some** omissions • a **partially developed** account of the given sport specific key rules and regulations • a **partially developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **few** omissions.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **mostly developed** account of the main officials and their key responsibilities in the chosen sport with a **few** omissions • a **mostly developed** account of the given sport specific key rules and regulations • a **mostly developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **minor** omissions.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **well-developed** account of the main officials and their key responsibilities in the chosen sport with **minor** omissions • a **well-developed** account of the given sport specific key rules and regulations • a **well-developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **no** omissions.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (written) **Learning outcome C: Demonstrate ways to improve participants sporting techniques**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **basic** plan with **little** relevance to the chosen sport skill • **basic** account to justify the choices of activities included in drills and conditioned practices with **little** relevance to the techniques required for the chosen sport skill.	**Adequate** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **partially detailed** plan with **some** relevance to the chosen sport skill • **partially developed** account to justify the choices of activities included in drills and conditioned practices with **some** relevance to the techniques required for the chosen sport skill.	**Good** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **mostly detailed** plan which is **mostly** relevant to the chosen sport skill • **mostly developed** account to justify the choices of activities included in drills and conditioned practices which is **mostly** relevant to the techniques required for the chosen sport skill.	**Comprehensive** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **fully detailed** plan with **specific** relevance to the chosen sport skill • **fully developed** account to justify the choices of activities included in drills and conditioned practices with **specific** relevance to the techniques required for the chosen sport skill.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (video) **Learning outcome C: Demonstrate ways to improve participants sporting techniques**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **basic** demonstrations with **minimal** use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **basic** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **rarely** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Adequate** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **sufficient** demonstrations with **some** use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **sufficient** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **sometimes** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Good** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **competent** demonstrations with a **range** of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **competent** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **frequently** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Confident** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **effective** demonstrations with use of a **wide range** of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **wide** range of appropriate drills and conditioned practices to develop participants' technique for chosen sports skill • **consistently** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Introduction

All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, fitness tests, training methods and training principles that can be incorporated into their training regime to further enhance and improve their sports performance.

Physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing. Sports performers train regularly to improve and maintain their fitness levels and performance. Their training programmes are tailored to their specific training needs and their sport. A performer's training cycle can incorporate lots of different fitness training methods, such as circuits for muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high.

Before different training methods can be explored, the sports performer needs to find out about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs.

This component is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 1.5 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

Essential content

A Explore the importance of fitness for sports performance

A1 The importance of fitness for successful participation in sport

Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.

- Types of sports requiring specific components of fitness:
  - aerobic endurance – events/sports lasting more 30 minutes
  - muscular endurance – events/sports lasting more 30 minutes
  - muscular strength – activities requiring force, e.g. throwing events
  - speed – activities requiring fast movement, e.g. sprinting
  - flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts
  - body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters
  - power – activities requiring explosive movement e.g. gymnastics, basketball
  - agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing
  - reaction time – any activity where a quick decision or response to a stimulus is needed
  - balance – an activity requiring the control of the distribution of weight or to remain upright and steady
  - coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball.

A2 Fitness training principles

Learners need to be able to understand the principles of training and how they can be applied to training programmes.

- The basic principles of training frequency, intensity, time, and type (FITT):
  - frequency – the number of training sessions completed over a period of time, usually per week
  - intensity – how hard an individual will train
  - time – how long an individual will train for
  - type – how an individual will train by selecting a training method to improve a specific component of fitness.
- Additional principles of training:
  - progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
  - specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
  - individual differences – training should meet the needs of an individual
  - adaptation – changes to the body due to increased training loads
  - reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost

- variation – altering types of training to avoid boredom and maintain motivation to train
- rest and recovery – to allow the body to recover and adapt.

A3 Exercise intensity and how it can be determined

Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.

- Intensity:
  - measure heart rate (HR)
  - HR intensity to fitness training methods.
- Target zones and training thresholds:
  - calculate training zones
  - apply HR max to training
  - aerobic training zone
  - anaerobic training zone.
- The Borg (6–20) Rating of Perceived Exertion (RPE) Scale
  - RPE x 10 = Heart Rate (HR).
- The relationship between RPE and heart rate where: RPE x 10 = HR (bpm).
- Calculate 1RM for strength and 15RM for muscular endurance.
- Technology to measure exercise intensity:
  - heart rate monitors
  - smart watches
  - apps.

B Investigate fitness testing to determine fitness levels

Learners will understand why fitness testing is carried out and know how to set up and administer the protocol of each fitness test. Learners will also need to be able to use data from fitness tests and compare these to normative data tables to interpret the fitness test results.

B1 Importance of fitness testing and requirements for administration of each fitness test

Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.

- Reasons for fitness testing:
  - gives baseline data for monitoring/improving performance
  - can design training programmes based on test results
  - determine if training programmes are working
  - results can give a performer something to aim for
  - provide goal setting aims.
- Pre-test procedures:
  - calibration of equipment
  - complete informed consent
  - complete Physical Activity Readiness Questionnaire (PAR-Q)
  - participant pre fitness test check e.g. prior exercise participation.

- Knowledge of published standard test methods and equipment.
- Accurate measurement and recording of test results.
- Basic processing of test results for interpretation (using published data tables).
- Ability to safely select appropriate test(s) for given purposes, situations and/or participants.
- Reliability of test:
  - consistency of results
  - factors affecting reliability:
    - calibration of equipment
    - motivation of the participant
    - conditions of the testing environment (inside versus outside conditions)
    - experience of the person administering the test
    - compliance with standardised test procedure.
- Validity of results.
- Practicality:
  - cost
  - time taken to perform the test
  - time taken to set up the test
  - time taken to analyse data
  - number of participants that can take part in the test at any time.

B2 Fitness test methods for components of physical fitness

Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.

- Aerobic endurance:
  - multi-stage fitness test, also known as the bleep test (20 metre distance)
  - Yo-Yo test
  - Harvard step test
  - 12-minute Cooper run or swim.
- Muscular endurance:
  - one-minute press-up
  - one-minute sit-up
  - timed plank test.
- Flexibility:
  - sit and reach test
  - calf muscle flexibility test
  - shoulder flexibility test.
- Speed:
  - 30 metre sprint test
  - 30 metre flying sprint.
- Muscular strength:
  - grip dynamometer
  - 1 Rep Max.

- Body composition:
  - Body Mass Index (BMI)
  - Bioelectrical Impedance Analysis (BIA)
  - waist to hip ratio.

B3 Fitness test methods for components of skill-related fitness

Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.

- Agility:
  - Illinois agility run test
  - T Test.
- Balance:
  - stork stand test
  - Y balance test.
- Coordination:
  - Alternate-Hand Wall-Toss test
  - stick flip coordination test.
- Power:
  - vertical jump test
  - standing long/broad jump
  - Margaria-Kalamen power test.
- Reaction time:
  - ruler drop test
  - Online reaction time test (reaction test timer).

B4 Interpretation of fitness test results

Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.

- Comparison to normative published data.
- Analyse and evaluate test results.
- Recommendations for improvements to fitness performer based on test results.

C Investigate different fitness training methods

Learners should know about different types of training method to develop different components of fitness.

C1 Requirements for each of the following fitness training methods

Learners should know how to carry out fitness training safely and effectively as part of a training programme.

- Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise.

- Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.
- Linking each fitness training method to the associated component of fitness.
- Application of the basic (FITT) and additional principles of training to each fitness training method.
- Application of appropriate training intensities to fitness training methods.

C2 Fitness training methods for physical components of fitness

Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.

- Aerobic endurance:
  - continuous training – steady pace and moderate intensity for a minimum period of 30 minutes
  - Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain
  - interval training – work period followed by a rest or recovery period
  - for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training)
  - circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.
- Flexibility:
  - static active – the performer applies internal force to stretch and lengthen the muscle
  - static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch
  - Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex.
- Muscular endurance:
  - free weights and fixed resistance machines – high repetitions and low loads
  - circuit training – using body resistance exercises or weights with low loads and high repetitions.
- Muscular strength training:
  - free weights and fixed resistance machines – high loads and low repetitions.
- Speed:
  - acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint
  - interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training)
  - resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.

C3 Fitness training methods for skill-related components of fitness

Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.

- Agility:
  - Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.
- Power:
  - plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.
- Balance:
  - use of specific training exercises that require balancing on a reduced size base of support.
- Coordination:
  - use of specific training exercises using two or more body parts together.
- Reaction time:
  - use of specific training exercises to practise quick responses to an external stimulus.

C4 Additional requirements for each of the fitness training methods

- Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.

C5 Provision for taking part in fitness training methods

Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.

- Public provision – advantages and disadvantages.
- Private provision – advantages and disadvantages.
- Voluntary provision – advantages and disadvantages.

C6 The effects of long-term fitness training on the body systems

Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.

- Aerobic endurance training:
  - adaptations to the cardiovascular and respiratory systems
  - cardiac hypertrophy
  - decreased resting heart rate
  - increased strength of respiratory muscles
  - capillarisation around alveoli.
- Flexibility training:
  - adaptations to the muscular and skeletal systems
  - increased range of movement permitted at a joint
  - increased flexibility of ligament and tendons
  - increased muscle length.
- Muscular endurance training:
  - adaptations to the muscular system
  - capillarisation around muscle tissues

- increased muscle tone.

- Muscular strength and power training:
  - adaptations to the muscular and skeletal systems
  - muscle hypertrophy
  - increased tendon and ligament strength
  - increased bone density.
- Speed training:
  - adaptations to the muscular system
  - increased tolerance to lactic acid.

D Investigate fitness programming to improve fitness and sports performance

D1 Personal information to aid fitness training programme design

- Aims – details of what they would like to achieve for the selected sport.
- Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.
- Lifestyle and physical activity history.
- Attitudes, the mind and personal motivation for training.

D2 Fitness programme design

- Use personal information to aid training programme design.
- Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.
- Application of the FITT principles and additional principles of training.

D3 Motivational techniques for fitness programming

- Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.
- Types of motivation:
  - intrinsic
  - extrinsic.
- Principles of setting goals to increase and direct motivation.
- Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):
  - short-term goals (set over a short period of time, between one day and one month)
  - long-term goals (what they want to achieve in the long term, and the best way of doing this).
- Influence of goal setting on motivation:
  - provide direction for behaviour
  - maintain focus on the task in hand.
- Benefits of motivation on the sports performer:
  - increase participation
  - maintain training and intensity
  - increased fitness
  - improved performance.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated into the delivery of this component. The skills support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate into their synoptic assessment response to Component 3
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	• Learning outcome C: Be able to prepare participants to take part in sport and physical activity
Component 2: Taking Part and Improving Other Participants Sporting Performance	• A1 Components of physical fitness

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant, leading to supported judgements.
Complete table (X) by stating	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Describe	Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason.
Draw	Match each item to the correct answer from a choice of five options.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.
Explain	Present an explanation that requires a justification/exemplification of the identified reason, way, benefit or importance etc.
Give	Provide an example or response, i.e. of a feature, characteristic or use of.
Identify	Select the correct answer from the given context.
State/name	Recall from memory facts, terms, processes, etc. or provide the correct answer to the given context.
Which	Select one correct answer from a choice of four options provided.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English, science or mathematics to vocational learning. For example, the skills developed in extended writing can be applied when looking at developing fitness or the anatomy and physiological responses, it will build on learning in science.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example attention to detail in both analysis and communication of performance, planning and time management in warm-up and drills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptors before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learner work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

Note, the sample for Sports learners will be mutually agreed between the centre and allocated moderator based on the video evidence available in line with the current Standards Verifiers practise in sport. A minimum of 20 learners in the cohort must have video footage recorded which must meet the Pearson-set Assignments video requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded.

All learners must be assessed, but the video evidence collected from the 20 learners must cover a range of marks, including the highest, lowest and a range in the middle.

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document I*nstructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade').

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

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Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

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Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/ context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/ examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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